

**George Mason University
College of Education and Human Development
Early Childhood Education**

ECED 505.600/601 Introduction to Early Childhood Special Education
3 Credits, Summer 2024, Online Synchronous
5/13/2024-8/3/2024; Thursdays/ 5:00-7:40 pm (5/23, 6/20, 7/25)

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Surveys current knowledge about young children with disabilities within the context of human growth and development and learning expectations in the preschool years. Includes historical factors and legislation affecting service delivery. Notes: Field experience required.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 13, 2024.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our week will start on Monday and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least four times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the nature and characteristics of major disabling and at-risk conditions for young children, including children with diverse cultural, linguistic, and socioeconomic backgrounds.
2. Describe the services and pathways for service delivery for children birth through age five with disabling and at-risk conditions, including methods for instructional services and programs, curriculum development, and tiered instruction.
3. Provide an overview of early intervention and early childhood special education programs.
4. Describe the historical perspective and philosophical and sociological foundations underlying the role, development, and organization of special education in the United States.
5. Discuss legislation and legal aspects associated with students with disabilities, including legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) and legal decisions related to person with disabilities and explain how it intersects with current issues and influences professional practice.
6. Describe current regulations and procedures governing special education to include Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) development.
7. Describe the development process of IEPs and IFSPs, including case management, collaboration, co-teaching, interagency coordination, inclusive practices, least restrictive environment, and transition.
8. Describe disciplinary practices, policies, and procedures, and alternative placements in schools in relation to young children with disabling conditions and at-risk conditions.
9. Describe the role of assessment in identification, eligibility, service delivery, and program development/improvement for young children and their families, including children and families with diverse cultural and linguistic backgrounds.
10. Describe effective strategies for training, managing, and monitoring paraprofessionals.
11. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting (e.g., early intervention, home-based, school-based, community-based) and in interactions with classmates, the instructor, the field experience coordinator, and others.
12. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, and Virginia Early Childhood Special Education Endorsement Competencies

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Endorsement Competencies
Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies
Nature and Characteristics of Major Disabling and At-Risk Conditions
Foundations of Legal Aspects
Standards of Professionalism
Supervised Experiences

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178
Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources, and practice* (6th ed.). Wadsworth, Cengage Learning. ISBN: 9781111837150
Gargiulo, R. M., & Kilgo, J. L. (2020). *An introduction to young children with special needs: Birth through age eight*. Sage. ISBN: 9781544322063

Required Online Documents

Council for Exceptional Children Division for Early Childhood. (2020). *Initial practice-based professional preparation standards for early interventionists/early childhood special educators (EI/ECSE) (initial birth through age 8)*. Retrieved from https://d4ab05f7-6074-4ec9-998a-232c5d918236.filesusr.com/ugd/95f212_6e8952cda15f48b3935a7729dddc50d.pdf
Council for Exceptional Children. (2015). *What every special educator must know: Professional ethical and standards*. Author. Retrieved from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
Division for Early Childhood. (2014). *DEC Recommended Practices*. Retrieved from <https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignment	Due Date	Points
Attendance and Participation	Ongoing End of Each Module	25
Foundational Knowledge in Early Childhood Special Education Paper	Module 1	10
Individualized Education Program (IEP) Project	Module 2	30
Curriculum and Instruction Annotated Bibliography Paper	Module 3	10
Reflection on Practice and Lifelong Learning	Module 4	10
Field Experience Documentation	Module 4	15
Total		100

- **Assignments and/or Examinations**

Field Experience Documentation (15 points)

This course requires a minimum of 15 hours of field experience in an ECSE setting and through the review of videos. To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form, students will be asked to indicate how their placement will be arranged. Students have three options for fulfilling their field placement requirement.

Option 1

- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their workplace.
- Students will need to have access to a preschool early childhood special education classroom setting or resource setting.

Option 2

- Students may request a placement in a preschool special education classroom setting through the field placement office <https://cehd.gmu.edu/endorse/ferf>.
- The field placement office will arrange a placement for students in a specific school with a specific teacher.

Option 3

- Students may consult with the instructor and request approval for an alternative placement in an early intervention program, a family home in which ECSE services are provided (observations would be conducted during the intervention time), or other learning environment for children birth to age five years that include young children with disabilities.

In addition, students will review videos posted to Blackboard by the instructor. As students watch the videos and observe in an ECSE environment, they will complete the Field Experience Documentation and Reflection (two charts) provided on Blackboard by summarizing what they observed in relation to the Division for Early Childhood’s (DEC) Recommended Practices in each of the seven areas (i.e., Environment, Family, Instruction, Interaction, Teaming and Collaboration, Assessment, Transition) and the NAEYC Developmentally Appropriate Practices (DAP) Effective Teaching Strategies. Using these recognized standards and best practices as a foundation, students will identify specific components of the RPs and DAP *observed* in the placement and/or videos, how the component/strategy was *implemented*, and how the component/strategy supports the *development and instruction* of young children. Each response or discussion cell should be at least two to three sentences.

Foundational Knowledge in Early Childhood Special Education Paper (10 points)

Students will write an informative paper/report that ties the foundations of education and special education to current practices and service delivery. Using a variety of resources to include course textbooks, content on Blackboard, supplemental readings provided by the instructor, and the students’ independent research of peer-reviewed literature, students will write a five-page paper with three main topic areas:

- Summarize the historical, philosophical, and sociological foundations of special education by:
 - describing key elements of the Individuals with Disabilities Education Act, Americans with Disabilities Act, Section 504 of the Rehabilitation Act, including citations from course materials; and
 - identifying and describing key theorists who influenced early education in the United States.
- Summarize and describe the current methods of service delivery in early childhood special education to include services in natural environments, resources services in community schools and organizations, inclusive class-based services, and self-contained educational services.
- Identify the professional ethical standards and practices that guide the field of special education.

Students will use the *Publication Manual of the American Psychological Association* for guidance in proper citation methods and reference list formatting, in addition to general writing conventions.

Students may propose an alternative format for presenting the above information. If an alternative format is used, it must be pre-approved in writing by the instructor.

Individualized Education Program (IEP) Project (30 points)

Students will review the IEP process and document to prepare and present an IEP for a three- to four-year old case-study child using the IEP forms posted to Blackboard. This project will include the following four parts:

Part 1: Present Level of Academic and Functional Performance (10pts)

Students will write a detailed summary of the case study child to complete the Present Level of Academic and Functional Performance section of the IEP. This section should include a thorough and detailed description of the child, including:

- Family information to include who is in the child's immediate support circle, family concerns, family priorities and expected outcomes across the coming year, family background to include cultural and linguistic considerations, supports accessed by the family;
- Pregnancy, birth, medical, and development history;
- Previous intervention, if relevant;
- Current developmental levels in each domain (i.e., cognition, communication, fine and gross motor, social emotional, adaptive) based on a strengths-based approach noting what the child can do/identification of the skills the child has and the approximate age level at which the constellation of skills in each domain represents;
- Effective instruction and/or intervention strategies for the child; and
- Other relevant information that can assist providers or that the family would like to share.

It is expected that this PLAAFP will be at least one-page, single-spaced and could be longer. Students are to use formal, yet family-friendly, strengths-based language recognizing that the PLAAFP is included in the IEP which is a legal document and is developed jointly between the family and school.

Part 2: IEP Annual Goals and Supporting Short-term Objectives (10pts)

Based on the case study provided and the PLAAFP written in Part 1, students will write five (5) annual goals, one in each developmental domain (i.e., cognition, communication, fine and gross motor, social emotional, adaptive) using the template on Blackboard. These goals will represent skills the child is expected to attain after one year of intervention. Each annual goal will include five short-term objectives. These short-term objectives are the identified skills the child should master as they move from their current developmental level (i.e., mastered skills at the present time identified in the PLAAFP) to the developmental level identified by the annual goal. These short-term objectives are the developmental skill progressions that the child is expected to move through from the current point in time to the time at which they attain the annual goal.

Part 3: The IEP Document (5pts)

Students will add the PLAAFP and Annual Goals with Short-term Objectives to the IEP document and complete the highlighted areas to include:

- Date for annual review (one year minus one day from the date of the IEP),
- Date for triennial review (three years from the date of last evaluation),
- Identified special education and related services necessary for the child to access the school and curriculum and meet the annual goals,
- Timeframe and frequency of these services,
- Least restrictive environment statement, and
- Accommodations (beyond what would be expected in a typical preschool special education classroom) required for the child to be successful.

This IEP form will present the Individualize Education Program developed with the child's unique strengths and needs in mind. The document serves as a "roadmap" for service providers to maximize the development of the child.

Part 4: The IEP Presentation (5pts)

Students will develop a short presentation (3-5 minutes) discussing the highlights of the IEP to include significant development delays, effective strategies, goals, type and intensity of services necessary. In addition, students will discuss potential strategies to partner with families to strengthen their approach and maximize developmental gains. This should not be a list of suggestions or recommendations that the student/potential educator would tell or have the parents do. This should be ideas for the potential teacher to partner with families to share information and support each other for the benefit of the child.

Curriculum and Instruction Annotated Bibliography Paper (10 points)

Students will identify five peer-reviewed publications (e.g., articles, book chapters, monographs, government reports) covering five different topics related to curriculum and instruction for children ages birth to five years with developmental delays and disabilities. For example, students might find a journal article discussing the effectiveness of routines-based strategies for children with autism spectrum disorder, or a book chapter on instructional strategies for increasing vocabulary for preschool-aged children with receptive language delays.

For each publication, students will provide the citation written in APA format and a one paragraph annotation/summary including the purpose, summary, and implications of the study.

Reflection on Practice and Lifelong Learning (10 points)

Students will create an infographic that describes how they will foster a self-reflective approach to their teaching, practice/promote lifelong learning, and integrate the DEC Recommended Practices and NAEYC Developmentally Appropriate Practices into their current and/or future work.

Students may propose an alternative format for presenting the above information. If an alternative format is used, it must be pre-approved in writing by the instructor.

- **Other Requirements**

Attendance and Participation (25 points)

1. Attendance is taken when the class is scheduled to start, and a student will be considered late once attendance is taken. If a student leaves more than 10 minutes before the end of the class, then it is considered an early departure. Two late arrivals or early departures, or a combination of both, equals one absence.
2. Students who are registered for the course at the start of the semester must attend the first class session to continue in the course. If the student is registered for the course and unable to attend the first class session, they should drop the course and plan to take it in a subsequent semester.
3. Course length:
 - a. For undergraduate students: In 15-week semester-long courses, more than 2 class absences will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 82%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one full letter grade (10%) deduction. For example, if a student has a 92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.
 - b. For graduate students: In 15-week semester-long courses, more than 2 class absences will result in one letter grade (5%) deduction. For example, if a student has 92% in a 15-week course, after more than 2 absences their grade will automatically change to an 87%. In a course that is less than a full 15-week semester length, inclusive of 7.5-week and 10-week courses, more than 1 class absence will result in one letter grade deduction. For example, if a student has a

92% in a 7.5-week course or a 10-week course, after more than 1 absence their grade will automatically change to an 82%.

4. Per the catalog ([AP.1.6.1](#)), excused absences, to observe religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) must be communicated to each faculty, within the first two weeks of the semester, with the dates of major religious holidays on which the student will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments because of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. Students are obligated to provide their instructor with a letter from a university official stating the dates and times that participation in the University-sponsored activity would result in the student missing class.
5. Inclusive ECE program participation policy:
 - a. In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.

Online participation in synchronous sessions requires students to remain engaged and active learners. Therefore, students must keep their camera on throughout the entire class session. Students must attend the entire class session without distractions and participate in small group and whole group activities. If cameras are off and engagement is not evidenced the student will be marked as absent.

If you must be absent, late, or leave early from class, or have your camera off, inform the instructor prior to the beginning of the class session, at least 24-48 hours.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support. Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

● **Grading**

A = 95-100 A- = 90-94 B+ = 87-89 B = 80-86 C = 70-79 F = <70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

Date	Topics	Assignments
Module 1	Syllabus and Assignments Review Setting up the Field Experience Standards of professionalism, ethical standards, personal integrity	Syllabus Review course website Bb Readings (CEC and DEC Documents)
Synch Meeting 5/23 5-7:40 pm	The Early Childhood Special Education Profession <ul style="list-style-type: none"> ● Collaboration, co-teaching ● Coordination ● Inclusive practices and least restrictive environment Lifelong learning	Deiner, Ch 1 Gargiulo & Kilgo, Ch 1, 2

Date	Topics	Assignments
	<p>Early Childhood Special Education: History and Legislation</p> <ul style="list-style-type: none"> ● Historical perspective ● Philosophical and sociological foundations ● Legislation and legal aspects <p>Early Childhood Special Education: History and Legislation</p> <ul style="list-style-type: none"> ● Rehabilitation Act ● PL 94-142, PL 99-457 ● ADA ● IDEA ● Legislative and judicial mandates 	Deiner, Ch 2
	<p>Foundational Knowledge and Current Issues in Practice</p> <ul style="list-style-type: none"> ● CEC standards ● DEC recommended practices ● NAEYC standards and developmentally appropriate practices 	<p>Gargiulo & Kilgo, Ch 3</p> <p>Due to Bb (End of Module 1): A&P Module 1 Activity</p> <p>Due to Bb (End of Module 1): Foundational Knowledge and Current Issues Paper</p> <p>** These assignments MUST be turned into the instructor PRIOR to moving on to Module 2.</p>
Module 2	<p>Overview of Early Intervention and Early Childhood Special Education: Service Delivery Pathways</p> <ul style="list-style-type: none"> ● Home-based services ● Partnering with families ● Resource services ● Inclusive settings ● Self-contained classrooms ● Related services ● Case management <p>Program development/improvement</p>	<p>Bb Readings</p> <p>Deiner, Ch 3</p>

Date	Topics	Assignments
<p style="text-align: center;">Synch Meeting 6/20 5-7:40 pm</p>	<p>Assessment in ECSE</p> <ul style="list-style-type: none"> ● Evaluation, assessment, and eligibility ● Progress monitoring ● Functional assessment ● Service delivery ● Functional behavior assessment (FBA) <p>Curriculum Standards in ECSE</p> <ul style="list-style-type: none"> ● <i>Milestones of Child Development</i> ● <i>Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds</i> ● Other standards 	<p>Gargiulo & Kilgo, Ch 4, 5</p>
	<p>IFSP and IEP</p> <ul style="list-style-type: none"> ● Team, meetings, and content ● PLAAFP, summary of child ● Functional assessment ● Annual goals ● Short-term objectives ● Services and service delivery options ● Least restrictive environment ● Transition 	<p>Gargiulo & Kilgo, Ch 6, 7, 8</p>
	<p>Instructional/ Intervention Methods</p> <ul style="list-style-type: none"> ● Curriculum development ● Tiered instruction ● Embedded learning opportunities ● Universal design for learning ● Accommodations <p>Instructional/Intervention Methods</p> <ul style="list-style-type: none"> ● Functional behavior assessment and Behavior Intervention Plans 	<p>Deiner, Ch 4, 5</p> <p>Due to Bb (End of Module 2): A&P Module 2 Activities</p> <p>Due to Bb (End of Module 2): IEP Project</p> <p>** These assignments MUST be turned into the instructor PRIOR to moving on to Module 3.</p>

Date	Topics	Assignments
Module 3	Children with Communication/Language Disorders Children who are English Language Learners Children with Specific Learning Disabilities <ul style="list-style-type: none"> ● Nature and characteristics ● Impact on social and emotional development ● Impact on developmentally appropriate behavior expectations and behavior management ● Within context of family, culture, and linguistic background ● Instructional considerations in ECSE 	Deiner, Ch 8, 11, 12
	Children with Autism Spectrum Disorders Children with ADD/ADHD <ul style="list-style-type: none"> ● Nature and characteristics ● Impact on social and emotional development ● Impact on developmentally appropriate behavior expectations and behavior management ● Within context of family, culture, and linguistic background ● Instructional considerations in ECSE 	Bb Readings Deiner, Ch 10, 13 Due to Bb (End of Module 3): Curriculum and Instruction Annotated Bibliography Paper Due to Bb (End of Module 3): A&P Module 3 Activity ** These assignments MUST be turned into the instructor PRIOR to moving on to Module 4.
Module 4 Synch Meeting 7/25 5-7:40 pm	Children who are Gifted and Talented Children with Social, Emotional and Behavioral Disorders <ul style="list-style-type: none"> ● Nature and characteristics ● Impact on social and emotional development ● Impact on developmentally appropriate behavior expectations and behavior management ● Within context of family, culture, and linguistic background ● Instructional considerations in ECSE 	Deiner, Ch 9, 15

Date	Topics	Assignments
	Children with Orthopedic and Neurological Impairments Children with Special Health Care Needs Children with Intellectual Disabilities <ul style="list-style-type: none"> ● Nature and characteristics ● Impact on social and emotional development ● Impact on developmentally appropriate behavior expectations and behavior management ● Within context of family, culture, and linguistic background ● Instructional considerations in ECSE 	Deiner, Ch 14, 16, 17
	Children with Hearing Impairments Children with Visual Impairments <ul style="list-style-type: none"> ● Nature and characteristics ● Impact on social and emotional development ● Impact on developmentally appropriate behavior expectations and behavior management ● Within context of family, culture, and linguistic background ● Instructional considerations in ECSE 	Deiner, Ch 18, 19
	Working with Professionals <ul style="list-style-type: none"> ● Collaboration ● Training ● Managing ● Monitoring 	Bb Readings Due to Bb (End of Module 4): Reflection and Practice on Lifelong Learning Due to Bb (End of Module 4): A&P Module 4 Activity

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website: <http://cehd.gmu.edu>.